

**Poetry Circle #1 -
"The Highway Man" pgs. 386-391
(Narrative Poem)**

1. Read the poem and record 6-8 ARN in your journal.
2. After you read the poem, complete the plot map.
3. Answer these questions in your journal:
 - a. Find one metaphor in the first stanza
 - b. How many stanzas?
 - c. Is it rhyming or free verse?
 - d. Find an example of onomatopoeia or personification
 - e. Find one example of repetition

Poetry Circle #2-"Winter Trees" (Free Verse)

1. Read the poem and record 2-3 ARN in your journal.
2. Answer the "Understanding the Poem" questions in your journal.

Winter Trees

All the complicated details
of the attiring and
the disattiring are completed!
A liquid moon
moves gently among
the long branches.
Thus having prepared their buds
against a sure winter
the wise trees
stand sleeping in the cold.

—William Carlos Williams



Understanding the Poem

Read each question and choose the best answer. You may wish to reread "Winter Trees" as you work.

1. What season is named in the poem?
 - Ⓐ fall
 - Ⓑ winter
 - Ⓒ spring
 - Ⓓ summer
2. Which of these is mentioned first in the poem?
 - Ⓐ a sure winter
 - Ⓑ tree branches
 - Ⓒ liquid moonlight
 - Ⓓ complicated details
3. The word *prepared* probably means _____.
 - Ⓐ warmed
 - Ⓑ destroyed
 - Ⓒ made ready
 - Ⓓ covered with wax
4. This poem is not about _____.
 - Ⓐ sleeping trees
 - Ⓑ trees in early spring
 - Ⓒ preparation for winter
 - Ⓓ moonlight in tree branches
5. During the winter, these trees will _____.
 - Ⓐ die
 - Ⓑ change
 - Ⓒ start growing
 - Ⓓ remain dormant
6. What time of year is shown in the poem?
 - Ⓐ early winter
 - Ⓑ late summer
 - Ⓒ late spring
 - Ⓓ early fall

Understanding the Poem

1. The prefix *-dis* is magic. It can turn a word into its opposite, or antonym. In the poem “Winter Trees,” what is the antonym of *attiring*?

If *attiring* means “getting dressed,” what does *disattiring* mean?

Now, write antonyms for each of these words:

disagree _____ **discover** _____

discomfort _____ **disharmony** _____

disbelieve _____ **dishonor** _____

disadvantage _____ **dislike** _____

2. Poets sometimes play with language and invent words. Use the prefix *-dis* to invent a word of your own. Write its meaning as well. Follow this example:
disremember: to forget something.

3. The narrator portrays trees with human qualities when he says they “sleep.” Explain what the poet is referring to with this image.

What does the narrator mean when he says the trees are “wise”?

4. Imagine a tree in the springtime. Write a description that gives the tree human qualities, or personifies it.

Create another description to personify a tree in the autumn.

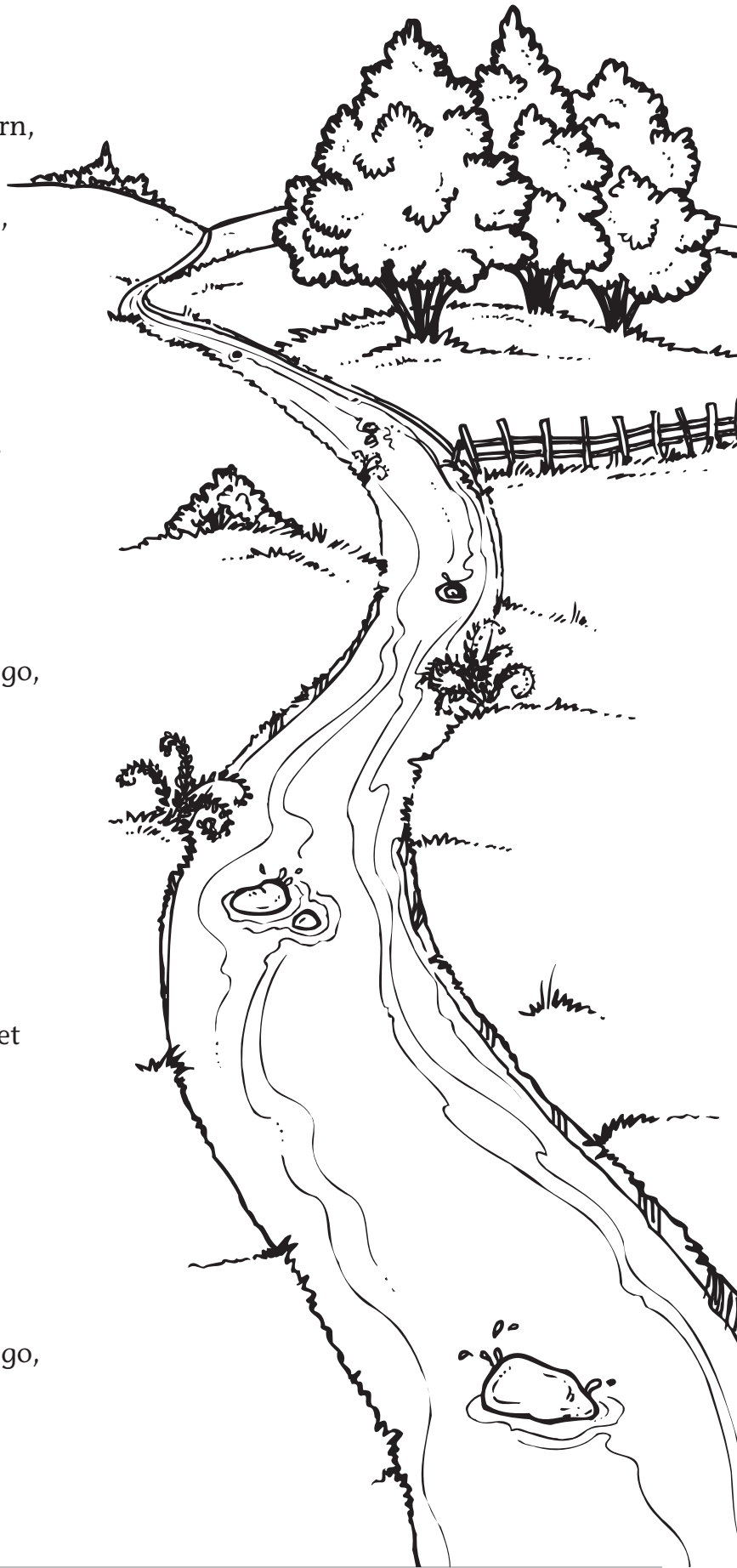
Poetry Circle #3-"The Brook"

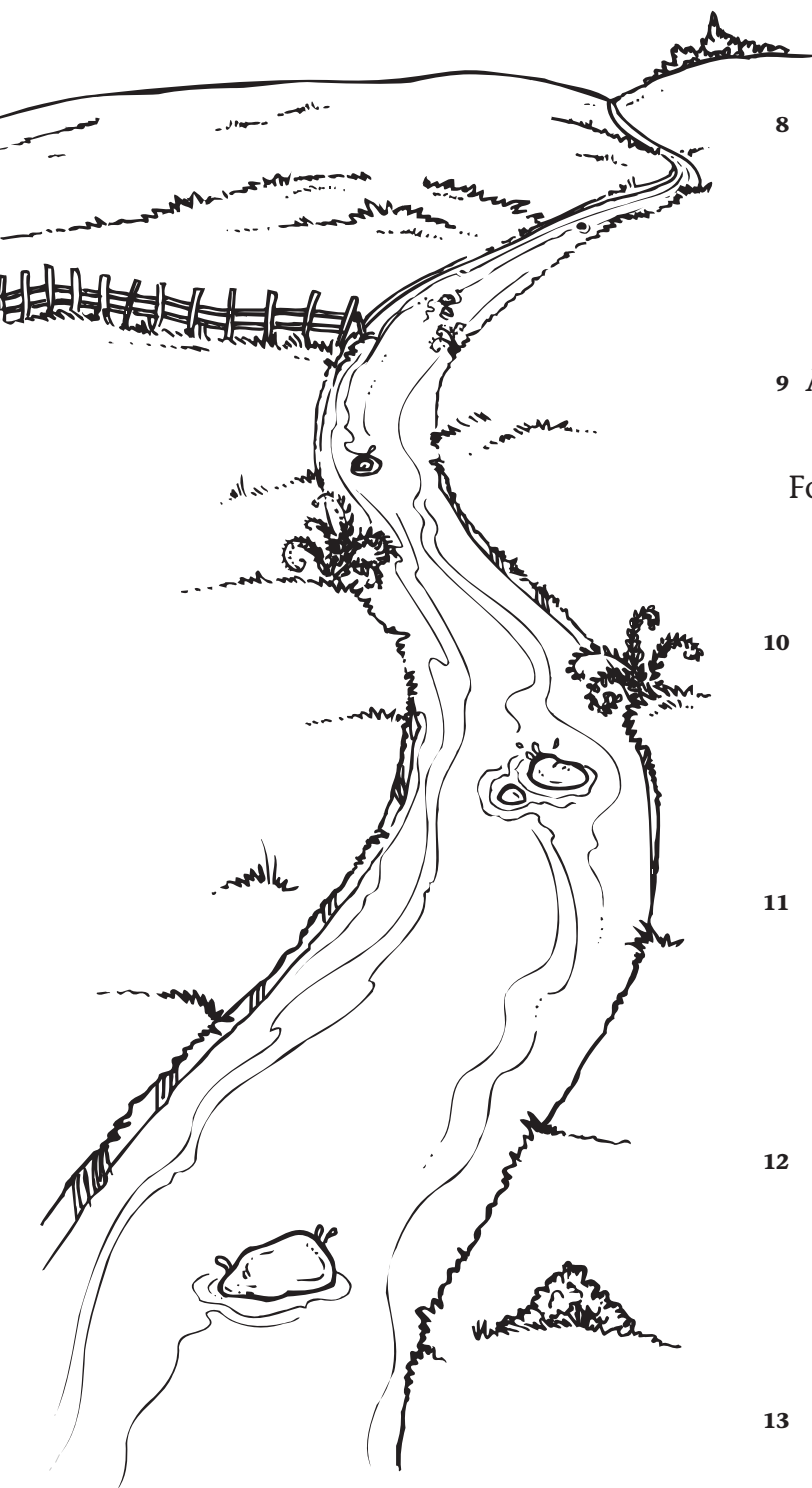
(Rhyming Poetry)

1. Read the poem and record 2-3 ARN in your journal.
2. Answer the "Understanding the Poem" questions in your journal.

The Brook

- 1 I come from haunts of coot and hern,
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.
- 2 By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorpes, a little town,
And half a hundred bridges.
- 3 Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.
- 4 I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.
- 5 With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.
- 6 I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.





- 7 I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,
- 8 And here and there a foamy flake
Upon me, as I travel
With many a silvery waterbreak
Above the golden gravel,
- 9 And draw them all along, and flow
To join the brimming river
For men may come and men may go,
But I go on for ever.
- 10 I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.
- 11 I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.
- 12 I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses;
- 13 And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

—Alfred, Lord Tennyson

Understanding the Poem

Read each question and choose the best answer. You may wish to reread “The Brook” as you work.



1. This poem describes the path of a brook _____.
 - (A) up a mountain
 - (B) through a busy city
 - (C) from its source to its end
 - (D) on its way over a waterfall
2. One of the last places that the brook passes is _____.
 - (A) a wilderness
 - (B) a bridge
 - (C) a farm
 - (D) a lawn
3. When the poet says that the brook “babbles,” he’s referring to the _____.
 - (A) twists and turns it takes
 - (B) bubbles that rise to its surface
 - (C) way it shines and sparkles in the sun
 - (D) sound it makes as it washes over rocks and stones
4. Look at stanza 12. The poet uses the words *linger* and *loiter* to show how the brook _____.
 - (A) never stops moving
 - (B) can’t make up its mind
 - (C) swirls around in circles
 - (D) slows down in some places
5. The poet seems to be saying that nature _____.
 - (A) is more powerful than any machine
 - (B) will go on no matter what people do
 - (C) cannot keep up with the growth of cities
 - (D) can teach us many things if only we would listen
6. Tennyson uses alliteration in “The Brook” to _____.
 - (A) make the poem longer
 - (B) help create a rhyme scheme
 - (C) help add humor to the poem
 - (D) imitate the sounds of flowing water

Understanding the Poem

- When a poet places more than one word with the same beginning sound close together in a poem, it is called *alliteration*, as in “sudden sally” in the second line of the poem. Write other examples of alliteration from each stanza.

Stanza 1	<u>sudden sally</u>
Stanza 2	_____
Stanza 3	_____
Stanza 4	_____
Stanza 5	_____
Stanza 6	_____
Stanza 7	_____
Stanza 8	_____
Stanza 9	_____
Stanza 10	_____
Stanza 11	_____
Stanza 12	_____
Stanza 13	_____

- This poem tells about the way a brook sounds and moves as it makes its way to the river. Complete the following chart by using words from the poem that describe how water sounds and how it moves. Add words of your own, too.

 Water 	
Sounds	Movement

- Using words from the chart, write a sentence about water. The sentence could be about a waterfall, the ocean, or water coming out of a faucet.

Poetry Circle #4-Haiku (Free Verse Poetry)

Background Info:

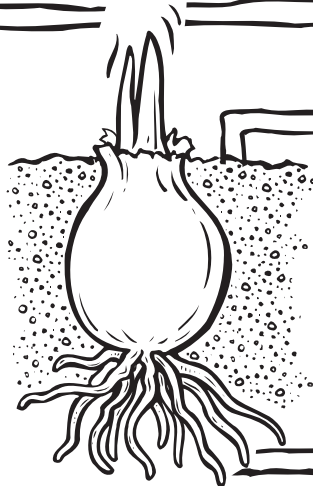
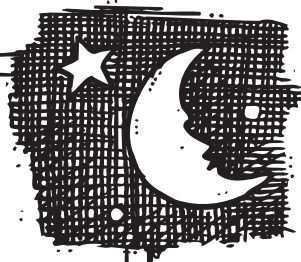
A Haiku is a poetry form from Japan. Each Haiku has one stanza of three lines. The first and last lines have 5 syllables and the second line has 7 syllables.

1. Read the poems and record 1-2 ARN for each Haiku in your journal.
2. Answer the "Understanding the Poem" questions in your journal.

Worm

At night, quietly,
a worm under the moonlight
digs into a nut.

—*Basho*



Tulips

Pushing through moist earth
tulips leave no room for doubt:
spring is here at last.

—*Sarita Chávez Silverman*

Lightning Jumpshot

Daddy's voice thunders
he shoots a lightning jumpshot
through a sweaty storm

—*Michael Burgess*

Hiker

Walked five miles today
and seven miles yesterday.
Five more tomorrow.

—*Ian McMillan*



Understanding the Poems

Read each question and choose the best answer. You may wish to reread "Haiku Collection" as you work.

1. Which of these is not mentioned in Basho's haiku?
 - (A) a nut
 - (B) sunrise
 - (C) a worm
 - (D) moonlight
2. The nut in Basho's poem will _____.
 - (A) not be harmed
 - (B) be buried in a hole
 - (C) be eaten by the worm
 - (D) sprout and begin to develop
3. You can tell from "Tulips" that these flowers _____.
 - (A) have sharp petals
 - (B) bloom in the spring
 - (C) bloom for a very short time
 - (D) bloom in many bright colors
4. "Lightning Jumpshot" is mainly about _____.
 - (A) a father shouting
 - (B) a dangerous storm
 - (C) some sweating players
 - (D) a father playing basketball
5. In "Lightning Jumpshot," *thunders* means _____.
 - (A) scares people
 - (B) sounds angry
 - (C) breaks windows
 - (D) is loud and powerful
6. In each line of "Hiker," the number of miles he must walk _____.
 - (A) is the same as the number of syllables in the line
 - (B) rhymes with the end of the next line
 - (C) equals the total number of miles
 - (D) is more than the day before

Understanding the Poems

1. a. "Hiker" is a humorous haiku. What is funny about the title? If you're not sure, say it aloud to yourself.

- b. How does the content of "Hiker" refer to the form of haiku itself?

2. "Lightning Jumpshot" is about basketball, not the traditional nature theme of classic haiku. Read each line again and write the words that show that the poet found a way to include elements of nature in his haiku about a basketball game.

3. Haiku follows a very precise syllable pattern. Make a slash (/) after each syllable in "Tulips," "Lightning Jumpshot," and "Hiker." Then count the number of syllables in each line and write it in the space provided.

Tulips

Pushing through moist earth
tulips leave no room for doubt:
spring is here at last.

Lightning Jumpshot

Daddy's voice thunders
he shoots a lightning jumpshot
through a sweaty storm

Hiker

Walked five miles today
and seven miles yesterday.
Five more tomorrow.

Poetry Circle #5-“Youth, I Do Adore Thee!” (Rhyming Poetry-Lyric)

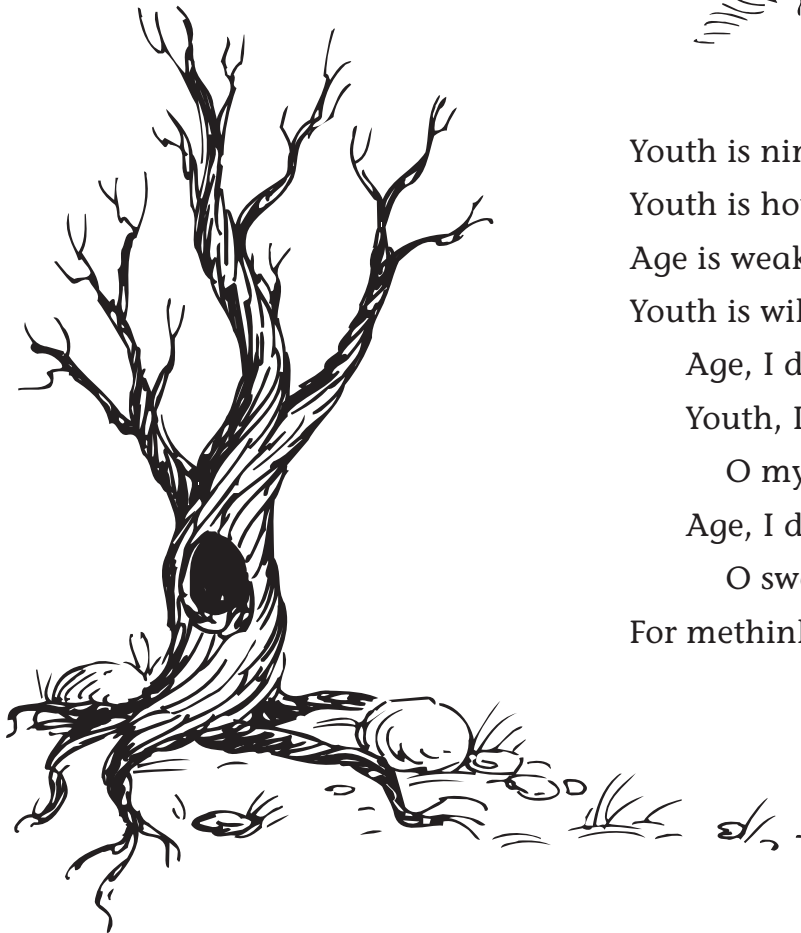
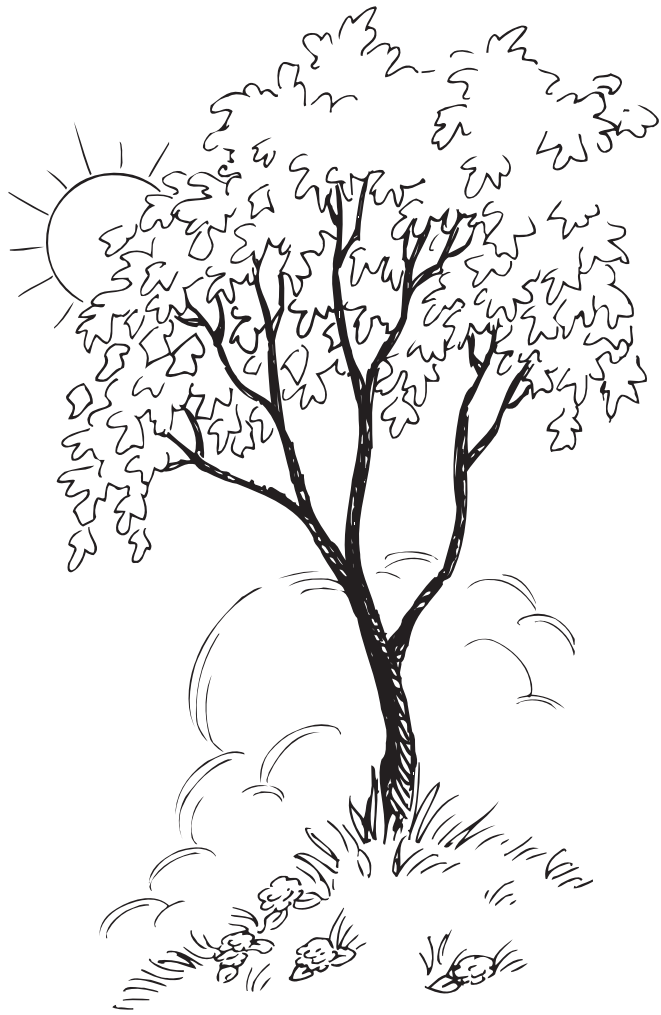
Background Info:

A lyric is a rhyming poem that focuses on sharing feelings and impressions. It includes strong meter (rhythm) and rhyming words.

1. Read the poem and record 3-4 ARN in your journal.
2. Answer the “Understanding the Poem” questions in your journal.

Youth, I Do Adore Thee!

Crabbèd age and youth
Cannot live together:
Youth is full of pleasance,
Age is full of care;
Youth like summer morn,
Age like winter weather;
Youth like summer brave,
Age like winter bare.
Youth is full of sport,
Age's breath is short.



Youth is nimble, Age is lame,
Youth is hot and bold,
Age is weak and cold.
Youth is wild, and Age is tame.
Age, I do abhor thee;
Youth, I do adore thee.
O my love, my love is young.
Age, I do defy thee.
O sweet shepherd, hie thee,
For methinks thou stay'st too long.

—William Shakespeare
from *The Passionate Pilgrim*, Part 12

Understanding the Poem

Read each question and choose the best answer. You may wish to reread "Youth, I Do Adore Thee!" as you work.

1. Which of these is not mentioned in the poem?
 - (A) shortness of breath
 - (B) quickness
 - (C) bad teeth
 - (D) wildness
2. Which of these is mentioned first in the poem?
 - (A) sport
 - (B) winter weather
 - (C) a summer morn
 - (D) a sweet shepherd
3. The word *pleasance* probably means _____.
 - (A) dancing
 - (B) peasants
 - (C) great sadness
 - (D) pleasant things
4. This poem is mainly about _____.
 - (A) heat and cold
 - (B) youth and old age
 - (C) summer and winter
 - (D) strength and weakness
5. According to the speaker, which of these is true?
 - (A) Age is best.
 - (B) Youth is best.
 - (C) Both are equally bad.
 - (D) Both are equally good.
6. How does love make the speaker feel?
 - (A) wild
 - (B) weak
 - (C) nimble
 - (D) younger

Understanding the Poem

1. Antonyms are words that have opposite meanings. In this poem, the poet uses antonyms to point out the contrasts between youth and old age. Write the number that corresponds to an antonym for each word.

- | | | | |
|-----------------|----------------|-------------|-----------|
| a. _____ winter | e. _____ wild | 1. defy | 5. summer |
| b. _____ nimble | f. _____ abhor | 2. tame | 6. cold |
| c. _____ hot | g. _____ age | 3. sluggish | 7. adore |
| d. _____ timid | h. _____ obey | 4. youth | 8. bold |

2. "Youth, I Do Adore Thee!" has many rhyming words. Write a rhyming word from the poem on each line, and then add another rhyming word of your own.

tame	bold	care	sport
_____	_____	_____	_____
_____	_____	_____	_____

3. A simile uses the words *like* or *as* to compare two things:

The river wound through the valley like a blue ribbon.

A metaphor compares two things, but does not include the words *as* or *like*:

The river is a blue ribbon winding through the valley.

Read each sentence and decide if it is a simile or a metaphor. Write **M** or **S** to show what you decide.

- | | |
|--------------------------------|-----------------------------|
| _____ Youth is nimble. | _____ Age like winter bare. |
| _____ Age like winter weather. | _____ Youth is wild. |
| _____ Youth like summer brave. | _____ Age is weak and cold. |

4. Write a word from the poem that means the same thing as each of these words:

grouchy	_____
I think	_____
you	_____
do stay	_____
morning	_____

Poetry Circle #6-"The Great Selkie of Skule Skerry" (Rhyming Poetry-Ballad)

Background Info:

A ballad is a poem that is meant to be sung.

1. Read the poems and record 1-2 ARN for each Haiku in your journal.
2. Answer the "Understanding the Poem" questions in your journal.

The Great Selkie of Skule Skerry

The selkie be a creature strange.
He rises from the sea to change
To human form, a weird one he,
When home it is in Skule Skerry.

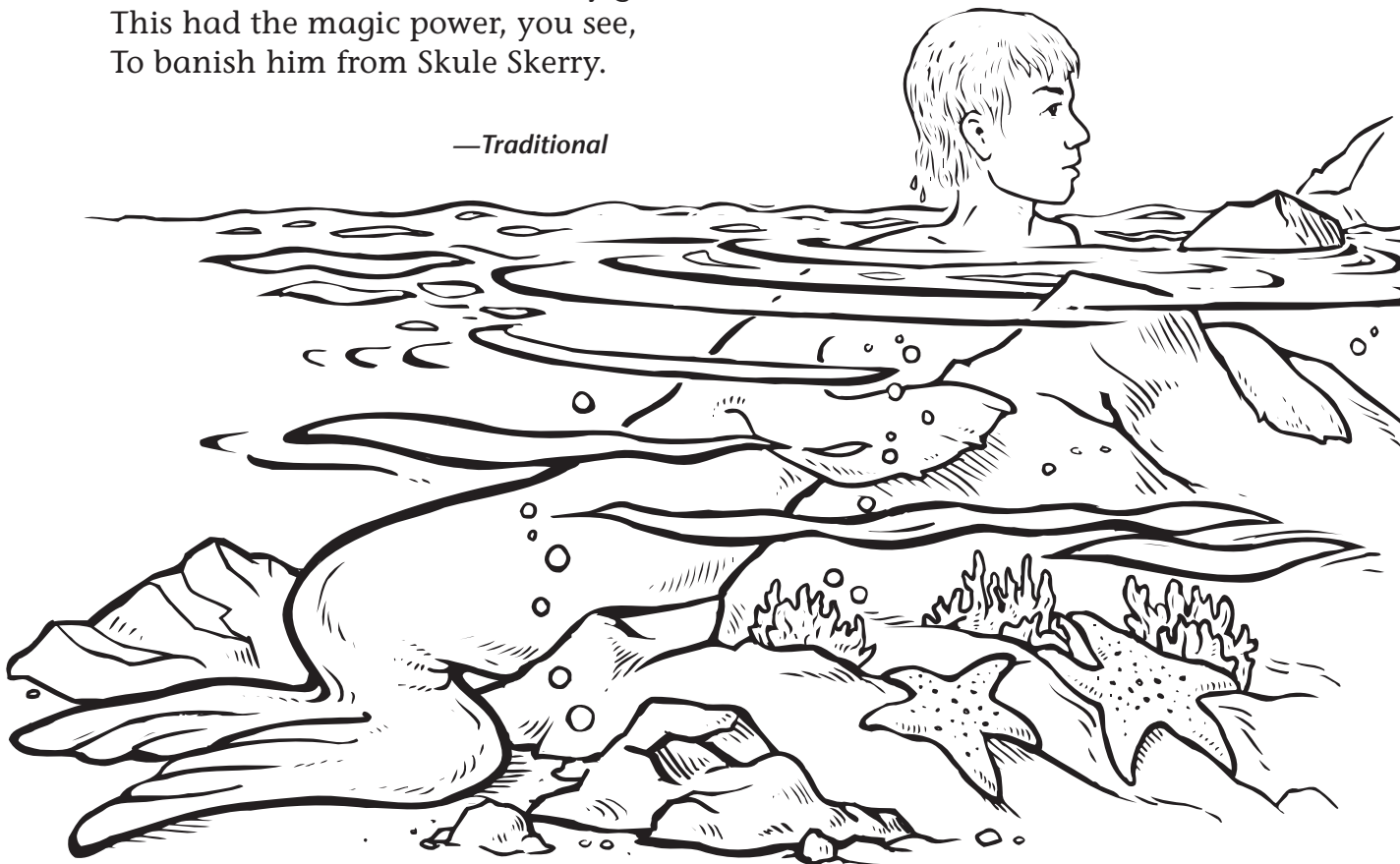
When he be man, he wants to wed.
But still, the sea remains his bed.
Ladies, beware of him who be
A selkie come from Skule Skerry.

His love he wants them to accept,
But ne'er has he a promise kept.
Who is this strange one that they see?
'Tis Selkie come from Skule Skerry.

A maiden from the Orkney Isles,
A target for his charm, his smiles,
Eager for love, no fool was she,
She knew the secret of Skule Skerry.

And so, while Selkie kissed the lass,
She rubbed his neck with Orkney grass.
This had the magic power, you see,
To banish him from Skule Skerry.

—Traditional



Understanding the Poem

Read each question and choose the best answer. You may wish to reread "The Great Selkie of Skule Skerry" as you work.

1. Which of these is not mentioned in the poem?
 - (A) a seal
 - (B) the sea
 - (C) a selkie
 - (D) the Orkney Isles
2. Which of these is mentioned first in the poem?
 - (A) Orkney grass
 - (B) a strange creature
 - (C) his charm and smiles
 - (D) the secret of Skule Skerry
3. The word *ne'er* probably means _____.
 - (A) near
 - (B) never
 - (C) neither
 - (D) neighbor
4. Why does the ballad warn ladies about the selkie?
 - (A) because ladies are foolish
 - (B) because he's not what he appears to be
 - (C) because he might give them Orkney grass
 - (D) because he'll take them home to Skule Skerry
5. According to this ballad, which of these statements is true?
 - (A) A selkie is honest.
 - (B) A selkie avoids girls.
 - (C) A selkie can change forms.
 - (D) A selkie lives in the mountains.
6. The girl in this version of the ballad _____.
 - (A) was fooled by the selkie
 - (B) was saved by her brothers
 - (C) used magic to outwit the selkie
 - (D) used Orkney grass to tie up the selkie

Understanding the Poem

1. Sometimes phrases in old poems or ballads are hard to understand because language changes over the years. Singers may also change the words in a ballad, then rearrange their order to fit the pattern of rhyme or rhythm. Read the following phrases, and then write the phrase from the poem with the same meaning.

he is a weird one _____

when he is a man _____

he has never kept a promise _____

she was not foolish _____

the selkie is a strange creature _____

2. “The Great Selkie of Skule Skerry” has many rhyming words. For each of these words from the ballad, write a rhyming word from the poem and another rhyming word of your own.

strange

accept

isles

he

lass

bed

3. Share some information about another kind of imaginary creature believed to live in the sea. Describe the way it looks and acts, and any other information you wish to share.

4. This song is from an oral tradition in the British Isles that goes back hundreds of years. Describe a time and a place where this song might have been sung. Who might have sung it? Who was listening? Was the purpose to entertain, to teach, to scare, or something else? Use your imagination and write what you think on the back of this page.